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THE · PACIFIC · COAST · SCHOOL · JOURNAL.

Volume 1.

Olympia, Washington, September, 1894.

Number 3.

POINTS.

▼
The teacher who is to *live* the year thro' must be alive this September.

▼
Methods, pedagogy, psychology, *paidology*, are all very necessary nowadays to the teacher's equipment; indeed are so emphasized that many lose sight of the truth that the substance of each of these subjects is, "that he who would teach must first *know* what he would teach."

▼
How glad the live, enthusiastic teachers are to get back into their work among their pupils and students. The last days of August could not hie away fast enough for them.

▼
You time serving, salary drawing teachers, who have been dreading the opening of school, get out of the profession and give the *elect* who are called, more elbow room.

▼
Lay out the year's work, conceive clearly a definite point for attainment, plan everything with reference to reaching that point.

▼
There is too much indefinite, indeterminate work in our school-rooms.

WHERE IS THE TEACHER'S PROFESSION?

"B."

FOR the past eighteen months we have been passing through a period of unusual business depression. Pursuits, occupations, professions that were paying well under ordinary conditions and were veritable gold mines during boom times, suddenly lost their pecuniary value. The persons engaged in them were out of business because business in those lines was either entirely stopped or greatly restricted.

In these circumstances what have such individuals done? Do we find some of them opening law offices, advertising to assist unlucky litigants in

securing legal remedies for the injuries their rights may have sustained? Do we find others entering the medical profession and endeavoring to earn a livelihood and to bridge over the financial chasm by experimenting on the physical natures of their fellow men in an endeavor to remedy defects, cure ailments and heal disease for money? No, we see none of these things happening; but on the contrary, from every avenue of human industry, with no exceptions worth noticing, we see a landslide into the occupation — call it not profession — of teaching.

Doctors, lawyers, clerks, mechanics, draughtsmen, abstractors, real estate dealers, etc., etc., — especially if they have taught (?) a term or two of school at some former period in their lives — turn in these dull times to teaching; not because of fitness or preparation, or professional equipment, or feeling a call to devote life to training and educating the young, but because they conceive it to be a sure and respectable way to temporarily provide for the necessities of life. What is the result? Hardly a county in the northwest, especially in Washington, but has this fall many more certificated teachers than schools, in some counties from 50 to 100 per cent. more.

The teachers who have been devoting themselves to their profession — professional teachers — devoting time, money and life to perfecting themselves for their work, are ground between the upper millstone of unworthy competitors, and the nether millstone of unavoidable retrenchment on the part of the school districts.

The cutting of salaries and term of employment as compelled by actual necessity is severe enough upon the genuine teacher, but when to this is added the load of competition from the influx from other occupations, the cry goes up from the professional teacher and those having the best interests of our schools at heart, "How long O Lord?"

If teaching is to be a profession, it must be protected from such onslaughts. If our schools are to improve, they must be protected.

Is the training, developing, educating of the immortal mind along right lines and according to fundamental principles and natural laws of more consequence than the correction of physical ail-

ments or the adjudication of legal rights? Then let us have our children protected from quackery in the school-room with the same vigor and safeguards as we use to prevent quackery in medicine and pettifoggery in the law.

The teachers must act. They must organize. They must respect themselves and their work, and thus secure the respect of those who employ them. Impress the educational needs of the age on the people of your neighborhood. Agitate and organize. Work and talk. Shall we do something? Shall teaching be put on the highest ideal basis? Shall our schools be given an impetus that will make the coming generations of the Pacific northwest the highest types of humanity in the world? Then do something. Let us consult with each other through the PACIFIC COAST SCHOOL JOURNAL, formulate our ideas for progress, and concert action that will be effective.

PHYSICAL EDUCATION.

L. S. LAMSON.

IN looking over the work done in the past in physical culture, we find that to Dr. Sargent, of Harvard College belongs the honor of having given the greatest impetus to physical education, and the Sargent system of developing exercises has been adopted in most of the colleges and Y. M. C. A. gymnasiums of the country. The rapid spread of the Sargent system of developing exercises led to a general reform in the management of the department of physical culture in many colleges and preparatory schools and in those belonging to Y. M. C. Associations.

Athletic clubs have since been very popular. Dr. Sargent states that between 1860 and 1870 about \$200,000 were spent in equipping gymnasiums, between 1870 and 1880 about \$500,000, and from 1880 to the present time more than \$5,000,000.

Manifestations of this interest may be seen everywhere. From the Atlantic to the Pacific, in the north and in the south, we may find evidence of it, in the action of school boards, in private institutions, and in the various physical culture conferences which have been held. This interest which is so manifest in our own country is also shown in England, France, Germany and Sweden.

The successful inauguration of gymnastics in the schools of many of our larger cities, such as Chicago, Kansas city, Cleveland, Denver, Indian-

apolis, has been due to the persistent efforts of advocates of German and Swedish systems.

The North American Turner Bund has been for years the largest and most efficient gymnastic association in the United States, and it has been developed by Turnverein, founded by political refugees who came here in 1848.

In 1889 the Turner Bund had a membership of 31,869. It had 160 gymnasiums, 140 salaried teachers who had been trained in the Bundes Seminar or Normal School, the oldest institution of the kind in this country. Since 1884 much has been accomplished by the Turner Bund.

In the schools of Chicago, Cleveland, Kansas City and Indianapolis the directors of physical training are all graduates of the normal school of the Turner Bund.

In Chicago 24 physical culture teachers are employed, including the superintendent, Mr. Henry Suder.

In Omaha, Nebraska, St. Joseph, Mo., Canton, O., Denver, Col. and Louisville, Ky., special teachers are employed. In Milwaukee, Wis., Cleveland, O., McKeesport, Pa., and Keokuk, Ia., Rock Island and Cairo, Ill., Seattle and Tacoma, Wash., a single director is employed.

In 1884 a Swedish lady was employed for a short time to teach gymnastics in the Girl's High School of Boston.

In 1886 and 1887 Mr. Nessen taught Swedish movements in the John Hopkins University. The Woman's College, of Baltimore, opened in 1888 and 1889, was equipped with a Swedish gymnasium, and has always been in charge of a graduate of the Royal Central Gymnastic Institute at Stockholm. The gymnasium of the Beyn Maur school for girls has had a Swedish teacher.

The Boston Normal School of Gymnastics was established by Mrs. Mary Hemenway in 1889. Free instruction in the Swedish gymnastics was given to the teachers of the Boston schools. In 1890 the Swedish system of gymnastics was adopted by the Boston schools and a director appointed at a salary of \$3,000 per year. Many eastern and western cities have adopted this system.

The elective system as taught by Wm. G. Anderson, M. D., of the Yale College has been adopted by the State Board of Connecticut. This system is also used in Washington, D. C., and in many other cities, and is very popular.

Dr. Anderson has had charge of the Physical Culture Department at Chautauqua, N. Y., since the establishment of the Chautauqua Assembly, and his work has been favorably known in New York, Brooklyn, and other eastern cities for a number of years.

Some Pointed Suggestions to Washington Law Makers and Educators.

EDITOR SCHOOL JOURNAL:

Should not the teaching profession of Washington, ere the adjournment of the next legislature, with united effort, endeavor to have the vexatious question of the powers of boards of school directors in the matter of employment or re-employment of teachers for the ensuing term or year, clearly defined?

Certainly the statute relative to the employment of teachers, as construed by the Attorney General, works a great injustice to the profession in this state.

The sympathies of good people are with the itinerant preacher, who at the close of each conference year must face the contingency of a change of residence and field of labor. Under existing conditions the horoscope of the Washington teacher, whose term of employment is drawing to a close, is far more clouded than that of the itinerant minister at the close of his pastoral year, for the latter has the consoling thought that though he be not returned to his present charge the Bishop is bound to provide for him somewhere in the conference, while the teacher must remain *in suspenso* as to whether he shall have any employment until a few weeks of the time when his work should again be taken up.

The constitution of the Washington district board in which a minority only of its membership is new to its councils in any one year, provides in a great measure against the lack of conservative, careful action on the part of the board at any time. And yet a board so constituted, and with a complete knowledge of the affairs of the district, must not lend its official sanction to the re-employment of a faithful servant until it shall have been revived and strengthened by "new blood at the June elections, forsooth."

In some of the states, notably Iowa, and our neighbor Oregon, early spring elections make it possible for the election of teachers to be deferred until after reorganization of the board, with no serious delay or inconvenience to the former. Yet in the first mentioned state it is quite common for a board of education to compliment an efficient teacher, principal or superintendent, by an election for three years, equal in tenure to the official life of the junior member of the board. The recorded efficiency and faithful service of Iowa teachers from the rural district to the city superintendency bear ample testimony to the wisdom of this beneficent practice.

If there be good and sufficient reasons for the ultra conservatism called for by the *dictum* of the state's attorney general, it is the hope of the writer that they be given voice through the educational journals of the state.

It now looks as though, at the end of one year's service, our district boards are regarded as so effete and corrupt as to be incapable of an unprejudiced consideration of district affairs without a purification of the official atmosphere through the introduction of a disinfectant in the person of a newly elected member.

Why not this matter of powers of boards be brought to the notice of candidates for the legislature during the canvass throughout the state, and soon after election a conference committee, under the direction of the superintendent of public instruction, be called to mould into intelligent form the views of the educators of the state on this and other issues, for the presentation to the legislature when it shall convene.

W. D. REEDY.

South Bend, Wash., Aug. 27, 1891

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PERNICIOUS READING MATTER.

The revival of English in our schools and particularly the carrying of the study of literature into lower grade work in the belief that a taste for good wholesome reading matter can not be formed at too early an age, have been stimulated very much by the sad ravages made in the mental and moral natures of multitudes of our young people by a class of cheap literature of several grades that is circulating every where. A teacher of Thurston county, Miss Mary A. Young, in her graduating thesis from the High School, sets forth very pointedly some of the evils being wrought and some of the sources, other than the school, from which help should come. We quote a portion of the thesis which is entitled, "The Present Tendencies of Periodical Literature."

"Because reviews and magazines have been first mentioned, that they may be considered as exercising the greatest influence over the people. In them, quality, not quantity, has been given precedence. The whole country is flooded with a class of periodical literature which should be suppressed entirely. But the popular demand finds only too many publishers who are willing to supply it, and few who have the moral courage to refuse.

A few cents will provide many people with this mind poison, this brain narcotic; will sow the

seeds of the rank and noxious growth, which chokes the useful and saps the strength of every faculty of the mind.

The taste for sensational reading matter, like the alcohol or tobacco habit, constantly requires more and stronger poison to gratify it. It dulls the sensibilities, deadens the brain, and unfits it to retain knowledge.

People speak of sickness and care impairing the memory, but more minds have been ruined by unwholesome reading matter than sickness ever harmed. It is a more virulent poison than strychnine or arsenic, for they can only injure the body: the soul they cannot touch. But this mind poison—what ruin does it not work? It strikes straight at the mind and soul, it binds it in the forged chains of vice and corruption; it poisons the source of all thought, feeling and expression, and if the source be corrupted, what of the stream flowing therefrom? No language is strong enough to show the evil effects upon young people of sensational stories. They have been called 'free institutes for the promotion of burglary and brutality.'

The enormous circulation of this class of literature is dependent upon the boys and girls, and those who formed the taste when young. At that age when impressions are most easily received, when the young mind needs the most careful guidance from evil instruction, is the time when literary tastes are formed, and usually the appetite for literature becomes fastened at this period.

Different ages and classes desire different styles and each is plentifully supplied. Such silly romances, (of which one is a type of all) are not always immoral, but their baneful effect is shown by the weak nerves, irritable dispositions, and false standards of their readers.

But simply weakening the body and mind is not enough. A lower class here take up the work and sow the seeds of iniquity. Here truth is laughed to scorn, and evil holds undisputed sway. The language used is often fit only for the lowest dens of iniquity, yet is read by school children. What is the result?

The mind often becomes so depraved as to desire opportunities to emulate the deeds of the villanous characters read about.

Here is one of the most prolific causes of crime. Here is a menace to the morals of every community, yet pernicious reading matter meets us at every turn. The news stands, railway stalls, and book stores all teem with it. It is smuggled into our schools by unscrupulous hands, and even

finds its way into respectable homes. It is ruining the intellects of thousands of children, and destroying the morals of thousands more. It is filling our reform schools and county jails.

Citizens, friends, fathers and mothers, no question of the age is more important than this, whether your boys and your girls shall become true men and women, or whether they shall be permitted to kill their intellects and debase their characters at the poisonous fount of cheap literature. The laws of a generation hence depend upon them. If our boys are educated for criminals and our girls for weak-minded, weak-moraled mothers, whose the responsibility? Fathers and mothers, to you is intrusted the care of our future statesmen and home-makers. It depends upon the mothers by training and precept to prevent the forming of depraved appetites, and fathers it depends upon you, not only by training but also by legislation, to cure this evil. You have the making of the laws. The United States Supreme Court has declared that 'no legislature can barter away the public health or the public morals.' We have laws to prevent the spread of infectious diseases, or the sale of poisonous drugs to irresponsible parties, or without certain precautions. Give also laws that will purge our country of this vile, poisonous reading matter.

TIT FOR TAT.

HE kept her in.

The busy, toiling school day now was o'er.
And she, his fairest scholar, stood before
The master's desk.

The bashful teacher loved this pretty maid;
So, in his high authority arrayed,
He kept her in.

They're married now.

The maiden yielded to her teacher's love;
And in her timid whispers sought to prove
Her heart was his.

She cannot bear to have him leave her sight,
Her love is such, by George, that every night
She keeps him in.

HENRY COOLRIDGE SEMPLE, in Truth.

"She is only half a mother who does not see her own child in every child—her own child's grief in every pain which makes another child weep."

WHO SHALL HAVE THE BOY?

EMMA E. PAGE.

Yes, who shall have the boy, your boy, your neighbor's boy?

If it be true, as many careful students tell us, that environment is the full measure of a child's inheritance, that it is not what is in it, but what it is born into, that has a grip of iron upon the growing character of every young life; if it is the sights and sounds that greet the embryo man as he rises in the morning and advances through each day; if it is the habits of thought he takes on, the manner of doing he assumes, the clothes he wears and the very bed he lies upon that shape his life; these things as well as the precepts given, the lessons conned, the active strivings and yearnings, enter into the full measure of character which is the only possession any of us will take out of this world, if all this be true, (and who can doubt it) there is something too much and something too little in the environment of even the most favored children of to-day. And how to eliminate this something too much and how to incorporate this something lacking is sought after by the good men and women around the world; sought after with prayers and tears. Yet much of this searching is helpless groping-about, as well directed as the baby's hand that tries for the first time to grasp a bright ball held out before it; it is as liable to scratch its own nose as to touch the ball, or as helpless as the mother who should say earnestly as with a strong sense of conviction, "My Jimmie must not go hunting, it is unsafe for so small a boy to handle fire arms;" yet almost while speaking, hands down the gun, which but for her, is beyond Jimmie's reach, and lets him go into the woods to kill himself or somebody else. Not less pathetic is the incident of the grandfather, who boasting of the obedience of his grandson, sought to illustrate it by the command, "Shut the door, Johnnie." Quick came back the decisive, if not respectful reply, "Shan't do it. Do it yourself." The grandfather nervously hastened to comply, remarking, as if clinching the argument, "He has a bad cold." And the question, "Who shall have the boy?" goes on with ever increasing anxiety and agony in the asking, while the devil is gathering in the boys by thousands, day by day and night by night.

Some few, by reason of their strength, break away from entangling environment, but home and happiness and heaven are robbed of many, so many, who are held by this fatal net of environ-

ment which society is helping the devil to weave stronger and stronger about them.

Your boy. Who shall have him? There is no doubt that every father and mother worthy of the name, greatly wishes for God to have their sons, but their own words and deeds contradict each other and dwarf this dearest wish, children reach the logical conclusion of inconsistencies with lightning swiftness. The colored woman's reproof to her boy for stealing melons is widely typical. After a vivid word picture of the awful sin of stealing and of the Lord's anger against all such offenders, she set Sambo down hard on a bench, declaring, "He should not have a bite of that watermelon," and went complacently to eat it for herself, but when it turned out green her wrath burst forth afresh, she shook Sambo till his teeth chattered, exclaiming, with a genuineness of rebuke never to be mistaken, "If yo's goin' to steal watah millions, have sense to steal em ripe."

Every day I see good parents as unconsciously sinning against the moral education of their sons as did this melon-loving mother.

Who shall have the boys? So much depends upon the color you give to manners and morals, not when you are sermonizing, but when you are off guard and your words mirror your actual thought and feeling.

Who shall have the boy in the by-way of the city? Very much depends upon the genuineness with which Christians in the home, the pulpit, and the school room show a heart sense of the brotherhood of mankind. Is your boy to be a home maker or a heart breaker? A proclaimer of the truth or a sycophant, a patriot or a selfish politician? A hero or a time server? It largely depends upon the every day value of your service for self or others.

Who shall have that boy? The man who talks temperance and votes license, the man who sympathizes with the laborer and takes 18 per cent.; the woman who faithfully attends her daughter to all evening amusements and lets her son go out alone; the father who prays for the safe guidance of his child and then smiles at his boastful statement to his sister, "Boys can have more fun than girls, are all, unwittingly though it be, helping to weave the net of the wicked one about the precious boys. When parents and friends, pastors and teachers everywhere are as intensely horrified at drinking, chewing, swearing, coarse jesting, and irreverent feeling in a boy as in a girl, when there is the same involuntary impulse to shield him from immoral sights and sounds, when there is the same eager sheltering him from every adverse wind that is everywhere the unconscious care of his sister, we shall have decided this question in a way to bring great joy in earth and heaven. Then we shall have made it as easy to save the boys as to save the girls. To be glad will mean to be good, and to be good will mean to be glad, and the pathways to the heavenly heights will be as crowded with the eager feet of boys as of girls, and hand in hand they'll climb, helping each other to loftier peaks, to fairer outlooks than either can attain alone.

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B. W. BRINTNALL, Editor and Manager.

AFTER a large part of the copy for this issue was in the hands of the printer, the proprietors of the PACIFIC COAST SCHOOL JOURNAL purchased the Northwest Journal of Education, which has been published for five years at Seattle. The two journals, beginning with this issue, will be combined in one and published at Olympia.

The new management desires all the correspondents and contributors of each journal in the past to continue their good offices. With the cooperation of the teachers and educational people generally of the Northwest we will make the combined journal a much better publication than either could have been alone.

Every teacher needs the JOURNAL. The subscription price is a small matter to one teacher. But if half the teachers of the Northwest will send in their subscriptions, the aggregate will be large enough to enable us to make the JOURNAL second to none.

READ our offer on another page.

OUR clubbing rates, in some instances, will be advanced after the next issue.

AFTER this issue the PACIFIC COAST SCHOOL JOURNAL will be entirely merged in the Northwest Journal of Education, which will be the sole name of this magazine.

THE publishers of the PACIFIC COAST SCHOOL JOURNAL guarantee that the minimum circulation

of any one issue of the year shall not fall below 2000 copies.

EVERY teacher should subscribe to the school journal of his section in order to keep in touch with his neighbors in the profession, know what is going on, and have an avenue through which to express his own thoughts and obtain the thoughts of others working in the same section or state.

THE attention of teachers is called to our special offer and our clubbing lists and rates. If you want one or more periodicals—professional, educational, literary or otherwise—you can do better thro' the PACIFIC COAST SCHOOL JOURNAL than thro' any other medium.

Every teacher needs the school journal of his section and also other current literature. In making up your lists, do it thro' the school journal, it will be to your advantage and also to ours.

WE print in this issue the first of a series of articles on physical education which will be contributed by Miss L. S. Lamson, superintendent of physical culture in the Tacoma city schools. Miss Lamson is thoroughly equipped and our readers will find these articles very interesting and profitable.

The following topics will be discussed: Common physical defects; Benefits of exercise and how to develop different parts of the body; Breathing exercises; Practical suggestions on dress; Gymnastic Progression; Swedish gymnastics; Delsarte exercises; Emerson exercises.

THE SCHOOL JOURNAL is devoted to the interests of educational work in the states of Washington, Oregon, Idaho and Montana particularly, and in the nation generally. It is a fearless advocate of all measures calculated to improve and make more efficient our common school system and advance the cause of popular education. No effort will be spared to make the SCHOOL JOURNAL a welcome visitor to those engaged in all the lines of educational work, from the University professor to the district school teacher. Leading educators will contribute to our columns, and large space will be given to local and state educational news. Summarized reports and statistics and information of peculiar value to the teachers of the Northwest will be found in our columns.

THE PACIFIC COAST SCHOOL JOURNAL has received many compliments on the appearance and character of contents of its last (August) issue. We take the following from a letter received from an Oregon county superintendent:

"I am in receipt to-day of a copy of your journal, and have hurriedly sketched through its pages. Its dress is neat. Its articles are bright. Unlike most new school journals, it smells more of the pen than of the scissors. I sincerely trust that it may meet with the approval of the teachers of the Pacific Coast, and that its usefulness may increase with its years. The teachers of the Coast have sadly needed a paper in which some confidence may be placed, as eastern journals are generally edited for eastern teachers, and are consequently of little utility to teachers of the Coast."



WE publish elsewhere a communication touching up the "sack" problem in the last Washington teachers' county examination, and also commenting somewhat severely on teachers' qualifications in Washington, and to their disparagement as compared with California.

There is no disputing that the "sack" problem is open to criticism. The intent of the one who prepared it was, no doubt, to have the teachers compute the solid contents in bushels of a cylinder 36 inches high and 36 inches in circumference. How much better then would it have been to have stated it in that way, than to put it in such a form as of necessity—under the pressure and anxiety of an examination—would perplex and harrass the teacher whose guessing faculty has perhaps not been cultivated.

As long as the present system of examination continues, the teacher is entitled to have the questions expressed clearly, explicitly, definitely.

It is a very difficult matter to prepare a set of questions that will be beyond criticism. The August questions, as a whole, have been commented upon very favorably by many.



PUT THEM IN THE SACK.

C. M. Drake.

The last one of the arithmetic questions printed in your August JOURNAL, was evidently propounded by a teacher who never sacked grain, and if that is his answer he needs to be put in the sack and shook up a bit. Let me make some assertions.

1. The one who asked that question cannot do the problem.

2. He does not know that he does not know how to do it.

3. To make the sack hold 1.72 bu. he would have to put an extra bottom in the sack big enough to set on the entire board of examiners.

Why do examiners ask such questions? And the others are no proper test for an examination. Not one-third of the teachers who have certificates in this state could go to California and get a certificate of any grade, and there are two teachers to every school.

I have been told on good authority that teachers who could hardly get a second grade certificate on examination now hold life certificates. I know some who are very poor scholars indeed, and yet they can teach here during their lives. They ought to be put in the sack and sewed up and gently carried out of the profession. Ditto to those who granted them the diplomas.

I heard a member of the state board of examination and a county superintendent of schools talking about third grade certificates. They said, "the possession of a third grade certificate is an advertisement that the holder is not fit to teach school." Then why not sack them?

I know teachers who have had pupils in their rooms for a year and then let them go to higher grades when they cannot read at all. No doubt there are such teachers all over this state. Put them in sacks and ask them to run a sack race out of the school-room.

I have a twelve year old boy coming to me for private lessons who had been going to school for years. He could not add 4 and 5. He could not subtract, nor did he know one multiplication table. Yet he was in the back part of the small arithmetic, shut up in a sack of needless ignorance. Do you suppose if no certificate was granted here without the applicant got at least an average of 80 per cent. that we would have much teaching of that sort? Sack up the others and send them to a cooking school. Then let them marry some one who is wiser than the chap who wanted to buy the 9-4ths of 11-45ths of that boat for \$12,375. For he will have to sell several sacks of grain before he can make the other \$8,250 he yet needs to do it. (See ans. to 9th problem in Aug.)

Let us have harder questions and RAISE THE PERCENTAGE necessary to get certificates to 80 per cent for third grade, 85 per cent. for second grade and 90 per cent for first grade certificates, and let one fair examination be enough for all time.

P. S.—As an old farmer, I *guess* the sack will hold about 46 quarts when filled and sewed up as a sack should be, otherwise about 50 quarts, no allowance for seams and stretching and squashing.

Tacoma, Wash.



WASHINGTON.

County Superintendent Sinclair held a very successful institute at Snohomish during the week beginning Aug. 27. Prin. Heston, of Everett was the conductor.

New Whatcom pays its teachers \$1,960 a month.

Kalama's \$5,000 of school lands were bid in by the State School Land Company at 6 per cent. straight. The bid made by the state is the best made for any school bonds of that amount in this state. The school board has bought a site for the building.

The Agricultural College has an exhibit at the Inter-State Fair.

Supt. J. M. Shields in his annual report of Skagit county schools for the school year beginning July 1, 1893, and ending June 30, 1894, gives the following: No. of children in the county between 5 and 21 years of age, 3,211; No. of children enrolled in public schools, 2,609; Average daily attendance, 1,715; No. resident children attending private schools, 108; No. of pupils graduated from public schools, 12; Whole number of teachers employed, 103; Average monthly salary paid male teachers, \$58.15; Average monthly salary paid female teachers, \$48.80.

The State Board of Education has granted diplomas to the following applicants: A. J. Snoko, Seattle; Carrie J. Dickinson, Fairhaven; Weltha A. Webster, Wallace; Wesley C. Stone, Cheney; Emma S. Tulle, Everett; M. Jennie Irwin, Tacoma; Dora H. Morgan, Harrington; Julia E. Whiting, Tacoma; Orville Moore, West Seattle; J. W. Shields, La Connor. Certificates were granted to the following named: Louise M. Osgood, Tacoma; John W. Howe, Olympia; Araminta M. McMahan, Chehalis; Claudius P. Aubert, Port Townsend.

The Spokane schools opened Sept. 10. Few changes have been made in the general system, the principal one being in the release of the special teachers of music and drawing. This year the principals of each building will have charge of the singing, and in case any teacher does not feel qualified to undertake the instruction of her pupils in this line an exchange of work will be arranged

with some other teacher of a more musical disposition.

Prof. Faust will take charge of the drawing. He will also lead his manual training class to higher work than has yet been taught in Spokane. It is proposed to secure some new apparatus for this year.

About the middle of the term the boys and girls will enjoy a week's vacation. The teacher's institute is to convene in this city some time in October, remaining in session one week.

Supt. D. Bemis received the endorsement of a re-election for a term of two years.

Medical Lake school will not begin until about October 1. As there will be but a seven month's term it was thought best to postpone the opening, thus giving to many young men the desired opportunity of working in the harvest fields, and enabling them to begin their studies with their classes when school opens.

Professor W. H. Scott, of Fairhaven, is the new principal of the Wilbur schools.

The Vancouver school opened on the 3rd.

The teachers in the Ellensburg public schools have obligated themselves in the purchase of 77 volumes of choice works, the pick of Professor Barge's library. Mr. Barge met them half way in the price, which was reduced to \$90. The school has now a library of 200 volumes, which the teachers will endeavor to increase by giving entertainments throughout the year. Their interest in this matter is commendable, and should receive the hearty co-operation of the patrons of the school. Principal McCully is anxious to build up a good library for the use of the pupils, and any donation of works suitable will be greatly appreciated.

WHITMAN COUNTY.

Colfax College will open Sept. 19 in charge of Pres. English.

Ex-President Geo. S. Lilley, of the Pullman Agricultural College, has gone to Portland to engage in educational work.

The Oakesdale public school opens the first Monday in October. The following teachers have been elected to teach in the Oakesdale school the ensuing term: Miss Carrie McKay, principal; Mrs. E. M. Gillette, assistant principal; Miss Newell, Miss Newton, Miss Smith, and Miss Powers will compose the balance of the corps.

The school directors of Colfax have employed S. C. Roberts as superintendent of city schools at \$125 a month. Jessie McClymonds, Emma Lusher, Theda M. Tower, Meb. B. Tower, May Morrison, Alice White, Grace F. Grant, Ida Woodard, Charlotte Roberts, and Mrs. E. Morgan constitute the corps of teachers.

The county institute was held at Palouse the last week in August and was the largest ever held in Whitman county. The teachers returned to their homes, earnest in their praise of Supt. Corner for his efficiency, and of the people of Palouse for their generous hospitality.

PACIFIC COUNTY.

U. S. Dotson has returned from his eastern trip and again taken up his duties as pedagogue of the Brooklyn school.

Prof. E. S. Stevens, of Nasel has received the republican nomination for county superintendent.

CHEHALIS COUNTY.

The Hoquiam schools opened Sept. 3, with an enrollment of 276 pupils.

A. M. Kneeland will teach in the Eshom district.

LEWIS COUNTY.

J. M. Garrett of Des Moines, Iowa, has been elected superintendent of the Centralia schools. Prof. W. H. Thompson succeeds himself as principal of the high school.

Chehalis will open a five room school building this fall. Supt. J. T. Forrest will have his schools well housed. The Chehalis school buildings show what economy coupled with good judgment can do for a school district.

G. I. Brooks will preside over the Winlock school, which has four departments.

Geo. A. Spencer is principal at Little Falls and A. B. Balch at Pe Ell, each school having two departments.

PIERCE COUNTY.

Professor Benbow goes to the summer school.

Mrs. H. R. Cox will remain at the head of the Steilacoom school.

J. T. Hover, who has been four years at Burnett has been elected at Wilkeson.

Prin. M. S. Edgerton, of Orting, will continue to occupy the position which he has filled for two years past, much to the satisfaction of the people of Orting.

County Supt. Cox has received the compliment of a practically unanimous renomination at the hands of the Republican convention.

Prin. L. H. Terry accepted a re-election at Buckley. He has three assistants.

Prof. Snoko, of West Seattle takes charge of the Puyallup schools as superintendent for the year now beginning. Puyallup is fortunate in still retaining Prin. O. C. Whitney in the Maplewood schools, which position he has held with much credit for three years. Puyallup will employ 13 teachers this year.

WHATCOM COUNTY.

The institute was saddened by the funeral ceremonies held over the last remains of Prof. G. B. Johnston. The teachers attended in a body. Prof. Johnston had been for several years the efficient superintendent of the New Whatcom schools, and left a family and many friends to mourn his death.

Prof. Harry Pattison steps from the principalship of the New Whatcom high school into the city superintendency. Prof. E. E. White becomes principal of the high school with Prof. J. N. Selby as assistant. Miss Florence Lees takes the principalship of the Washington school, made vacant by the transfer of Mr. Selby.

Supt. Hitt prepared a most excellent program for his county institute, beginning August 27; but while he proposed, the forest fires which surrounded the city that week very nearly disposed of the institute. The smoke and fog and excitement attending the fighting of the fire to keep it out of the city were not conducive to the calm, deliberate consideration of the educational topics which Prof. Hitt had arranged to have ably discussed.

KING COUNTY.

Seattle schools open Sept. 4th with an increased attendance over last year. Despite hard times and a number of pupils out of the city picking hops, the superintendent and principals are compelled to struggle with over-crowded rooms.

Supt. Barnard returned from the National Educational Association somewhat disappointed that the association will not come to the Sound next year, but he is good natured as usual about his defeat and enjoys telling about the fight in the advisory council, where Seattle came within one vote of tying Denver. The vote stood Duluth 10, Seattle 12, and Denver 13. Had not one of the superintendent's lady friends who promised to

vote for Seattle seen fit to go bathing in the surf at the time when her vote was most needed. Seattle would have tied Denver, a second ballot would have been necessary, and who knows what "might have been." As it is the outlook for 1896 is encouraging. Several members expressed a desire to come to Seattle at that time, and Supt. Barnard thinks that if a good delegation from the Pacific Coast goes to Denver in 1895 the N. E. A. can be secured for Seattle in 1896.

The republicans of King county have nominated Supt. J. M. Layhue, of Ballard, for county superintendent. Prof. Layhue is well known as an able and successful school man. The teachers of King county are to be congratulated upon the prospect of having an excellent man for their next superintendent.

Prof. E. H. Stafford is the new principal of South Seattle schools. Professor Stafford is not a new man in the state having taught several years in different towns on the sound.

Prof. Rich will be found at Maple Valley this year.

Prof. Merideth, Head and Teacher have good staying qualities and will answer their old addresses, Auburn, Kent, and Van Asselt respectively for another year.

The teachers of Seattle are looking forward with pleasure to the October meeting of the Western Washington Teachers Association, when they expect to entertain the Association in a royal manner. They hope to see a large attendance and a successful meeting.

Miss Westcott, of Olympia, has accepted a position in the Tacoma schools. Miss Jennings has been promoted to the principalship of the West Side school, made vacant by the resignation of Miss Westcott.

OREGON

Albany school teachers are getting into favor. Miss Clara Davis has secured the Shedd school. Miss Mae Polleck, Grand Prairie No. 10, and Miss Eva Simpson that of Knox butte. The several districts have done well in securing the services of these young ladies.

The following new teachers were elected by the board of regents of the State Normal School at Monmouth at the annual meeting held in June: Methods and Psychology, H. B. Buckham, A. M., recently of the Buffalo, New York, State Normal; Mathematics, E. J. McCanstland, B. S., Cornell

College, Ia.; Chemistry and Botany, E. E. Balcomb, B. S. D., Kansas State Normal; Physics and Mathematics, W. B. Brown, A. B., Kansas State Normal and Indiana State University; Music and drawing, Miss Anna B. Sickles, Detroit Conservatory of Music. Prof. Buckham takes the place of Prof. P. A. Getz, who resigned to accept the principalship of the Ellensburg, Washington State Normal School. Prof. Balcomb will take the place left vacant by Prof. W. J. Spillman, who was elected to the chair of Agriculture in the Washington Agricultural College last spring.

Some of the janitors of the public schools of Portland are paid higher salaries than some of the teachers.

Prof. R. F. Holm held the first Normal Institute ever held in Benton county at Corvallis during the week beginning Sept. 3. The leading instructors were Professors Wetzell and Burnham. The attendance was large and interest intense and unabated. Supt. Holm is bringing Benton county to the front.

State Supt. McElroy is back at his desk facing the accumulated work that has piled up during his absence of several weeks attending the field work of the department. Several decisions have been rendered in his department during the past week, particularly upon appeals from county boards of examiners in the matter of the examination of teachers for county certificates. The chief syllabus established in these opinions is as follows: "Boards of County examiners.—The acts of the board are presumed to be legal, regular and equitable, and should be affirmed on appeal, unless conclusive satisfactory proof is produced to the contrary." In all of these appeals determined during the last two weeks the several county boards of examiners have been sustained in their rulings.

IDAHO.

Malad has secured a capable principal and the school of that enterprising town will be thoroughly graded.

Prof. J. W. Farris, of Bannock, is the Democratic nominee for superintendent of public instruction.

President F. B. Gault, of Idaho State University says: The school is growing even in these hard times. There were 232 students this year, an increase of nearly 100 over the attendance of 1892-3.

By next Christmas we expect to have 300 pupils, at least if the crops are good—and never were there better signs of a great harvest."

"Will the Idaho Agricultural College remain at Moscow or be re-located?" asked the reporter.

"The Agricultural College and the State University are together now, and we hope they will be permanently united," said the president. "Idaho is a state of splendid resources and will in time be very wealthy. But it is so new and undeveloped that at present its resources are strictly limited. We believe it is better to use our funds to build up one strong university than to support two weak schools."

MAGAZINES.

Scribner's Magazine for September has a notable list of contributors, including F. Marion Crawford, Thomas Nelson Page, Carl Lumholtz, Octave Thanet, Mrs. James T. Fields and Harriet Prescott Spofford. Marion Crawford writes of Bar Harbor from the point of view of one who has seen most of the summer resorts of the world, and has spent considerable time at Bar Harbor viewing it as an outsider. With his power of description and his abundant experience he writes with a vivacity and freshness that is unusual in articles of this kind. He has caught the very spirit of the place picturesquely, and suggests its quaint features socially with a very amusing account of the evolution of the present Bar Harbor from the old fishing village. C. S. Reinhart, who has made many sketching tours in that region, furnishes the illustration. This group of articles will be concluded in the October number with an article on Lenox by George A. Hibbard, author of "The Governor."

The frontispiece of McClure's Magazine for September is a charming portrait of Mrs. Robert Louis Stevenson, and the opening article is a no less charming relation, by Mr. Stevenson, of how, soon after their marriage, he came to write "Treasure Island," and of the unusual conditions under which he executed the work. Pictures of the houses and scenes in which the Stevensons lived at the time, and several portraits of Stevenson himself, accompany the article. A very interesting article is that in which Professor Berthelot, the eminent French chemist sets forth his reasons for believing that eventually milk, potatoes, beef, and all staples of human food will be furnished by chemistry.

The September Southern Magazine contains a readable array of matter artistically illustrated: "Art in the South," by William Sartain; "The Next Step," a timely paper on the taxing of incomes by Hon. C. W. Buck; a delightful story by

Will Allen Dromgoole; "The Cane Sugar Industry," illustrated, and other articles, making up a most acceptable number.

The complete novel in the September number of Lippincott's is "Captain Molly" by Mary A. Denison, and deals with the philanthropic work of the Salvation Army.

The Korean situation is considered from an international standpoint of view by the Review of Reviews for September. In the "Progress of the World" department of that periodical, the relative strength and efficiency of the contending forces of China and Japan are discussed, as well as the cause of the struggle and the underlying differences between the nations. A special article on "Political Japan and its Leaders," by Mr. C. Meriwether, gives much valuable information and throws some interesting side-lights on a few very prominent personalities in Japanese politics, both foreign and domestic.

The Atlantic's supply of fiction in September is somewhat more than usually large. Besides Mrs. Deland's "Philip and his Wife," now within one month of conclusion, there are three stories. In Mrs. Louise Herrick Wall's sketch, "In a Washington Hop Field," too, there is so much of human interest that one may almost think of it as a story. Our readers will find in it much of special interest.

The September issue of The Art Interchange is an anniversary number, and marks the seventeenth year of its existence. A comparison of this with some of its early issues shows phenomenal growth. Today it holds first position in the rank of periodicals devoted to the interests of the artist and amateur, and is rewarded with a constantly increasing circulation.

The Northwest Journal of Education is printed at the printing establishment of **MARIS & COVINGTON, Olympia, Washington.** Send to them for estimates on Book and Commercial Printing.

Harry This Girl—Somebody.

MR. EDITOR:

I stained a blue silk dress with lemon juice; what will restore the color? I am making lots of money selling the Chumax Dish Washer. Have not made less than \$10 any day I worked. Every family wants a dish washer, and pay \$5 quickly when they see the dishes washed and dried perfectly in ONE MINUTE. I generally sell at every house. It is easy selling what every family wants to buy. I sell as many washers as my brother, and he is an old salesman. I will clear \$3,000 this year. By addressing J. B. Nolen, 60 W. 3rd Ave., Columbus, Ohio, any one can get particulars about the Dish Washer, and can do as well as I am doing.

Talk about hard times; you can soon pay off a mortgage, when making \$10 a day, if you will ONLY WORK; and why won't people try, when they have such good opportunities. MARGIE R.

DRAKE'S PROBLEMS.

C. E. REEVES, Spokane.

The partial payment problems given by Mr. Drake, in the April Journal follows his rather caustic criticism of text book problems for ambiguity. Those offered by the critic should have been models of clearness. Mr. Drake now says that "nine tenths of the teachers to whom he has shown them do not see their character." I felt sure that I gave a fair solution, but if I was wrong, there is silent satisfaction in knowing that nine tenths of the teachers sympathize with me. Let us look again at the problems.

Problem 1. If I buy 6 per cent. bonds at \$90, paid in 7 years, what interest do I receive? Answer. At the end of each year \$6, and at the end of 7 years \$10 additional. Total, \$52. Rate on \$90 for 7 years to give \$52, is .0825 plus. This is the solution by the U. S. rule, always the legal one unless another is specified. As this is not Mr. Drake's answer, I assumed that he allowed for interest on the \$6 annual payments. But the rate being unknown, the amount of interest upon interest was unknown and it became necessary to express the interest in a term of which the unknown rate was itself a factor. Everyone, who understands interest problems, knows that rate is one of three factors whose product is interest, and when rate is the unknown factor, the interest, principal and time must be given. Having the principal and time, we at once sought the interest and the question very naturally suggested itself, whether the interest upon interest should be compounded yearly. After mature deliberation we decided that it should not. One reason for this opinion was that the \$10 might be considered as the overdue amount of annual interest payments and as such, the law allows only simple interest. Another was that compound interest would give a rate still farther from the one indicated by Mr. Drake. Another was that it gave a simple and unique solution to the problem. I regret that I did not understand that Mr. Drake wanted compound interest, (the finding of which gives an algebraic equation of the 7th degree), and also regret that he did not understand my solution nor offer one of his own, which I am sure many teachers through the state would be delighted to see.

In the second problem Mr. Drake ignores the United States rule and compounds the interest yearly although the annual payment of \$7 is less than 8 per cent. on the investment at \$96.

Mr. Drake says I calmly ignore the conditions of the 4th problem. If he will look again he will see that the conditions were in conflict. The price of the bonds and the rate of interest being given, the time of payment was thus fixed and I was bound to abide by those conditions. My solution was clear. His partial solution leaves us in an impenetrable swamp. He drives us out past the ten year point on his compound interest plan and then says, "now find how many days it will take for the actual worth of the bonds plus five per cent., to be the same as the face of the bonds plus six per cent." He did not shorten the road an inch by his long drive. If he will look again at my solution he will see a simple equation placing the "actual worth of bonds plus five per cent. equal to the face of the bond plus six per cent."

As our difference grows out of different methods and as "figures never lie," we may accept Mr. Drake's idea of the real character of the problems as correct and shall hope to see in the Journal the solution which will make him "feel better."

CHINESE AND THE CAMERA.

Messrs. Allen and Sachtleben, the young American Students who made a bicycle tour across Asia, dispelled one illusion concerning the ignorant Chinese. Writing in the September number of The Century of their arrival at the city of Lan-chou-foo, they say:

"On the commanding heights across the river we stopped to photograph the picturesque scene. As usual the crowd swarmed in front of the camera to gaze into the mysterious lens. All the missionaries we had met cautioned us against taking photographs in China lest we should do violence to the many popular superstitions, but the only trouble we ever experienced in this respect was in arousing popular curiosity. We soon learned that in order to get something besides Chinese heads in our pictures it was necessary first to point the camera in the opposite direction, and then wheel suddenly round to the scene we wished to take."

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